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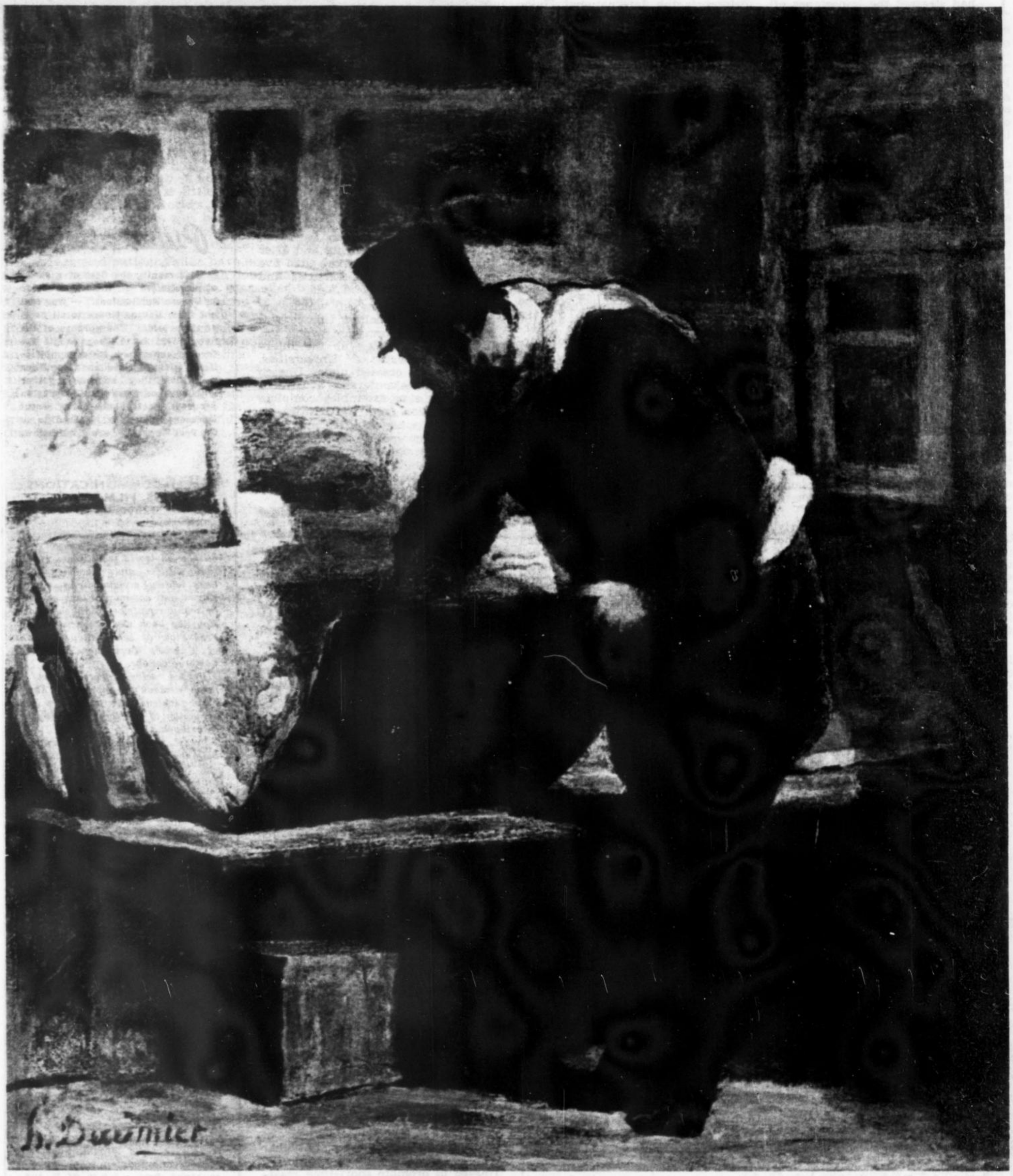

"THE PRINT COLLECTOR" *by Honoré Daumier (1808-1879)*

Honoré Daumier was born during the First French Empire as a subject of Napoleon I. He saw the fall of the Empire and the Restoration of the Bourbons. He saw the final fall of the Bourbons, the coming and going of the House of Orleans, the birth and death of the Second Republic, the beginning and end of the Second Empire and the 70 days of the Paris Commune. He died at the age of 71 as a citizen of the Third Republic.

In his lifetime, war, revolution and enemy occupation were more commonplace than peace. In such a time, Daumier produced 3.958 lithographs, 300 drawings and 200 paintings—and never ceased to work and fight for human rights and human dignity. As a painter, he was one of the founders of modern art. As a man of courage, he inspired other men—in his time and in later times as well.

As Beethoven died deaf, Daumier died blind. The judgment of posterity was long delayed: **"Daumier's painting seems to stand above Time... It is accessible to every age..."** "Daumier", by Jacques Lassaigne, Paris and New York, 1938.)

He is only one of the great artists of whom this may be said—and the solace and inspiration of their work will be living realities in future centuries as in past centuries, in hard times and in good times. The **"print collectors"** will survive.

To help bring great art closer to the people, in the troubled days of mid-1950—days which still await the judgment of history—Unesco has completed and published a catalogue of the finest reproductions available of paintings which cover the five-century span up to 1860.

For more details, and a selection of works from the catalogue, turn to pages 6 and 7.

A HUNDRED GROUPS WITH A COMMON AIM

This is the fourth in a series of special articles describing the work of some of the 100 international non-governmental organizations whose co-operation with Unesco helps the accomplishment of its programme.

In the formative period up to seven years of age, children's capacities for mutual understanding grow by degrees — the first difficult adjustments to the rights of others. Properly handled this develops into the tolerance and understanding which the world requires of its mature citizens. Many international non-governmental organisations are today working with Unesco to improve the techniques and to apply pre-school education towards this end.

LONG before modern psychologists had stressed the importance of pre-school education, "*The child is father to the man*" was an old saying which reflected the importance of childhood experience. The great seventeenth-century philosopher Spinoza said that if he were given a child to educate for its first seven years, any education or lack of it which followed would make little difference.

In this formative period, children's capacities for mutual understanding grow by degrees — the first difficult adjustments to the rights of others. If directed toward the wrong ends, as it was among the Nazis, it leads to a corrupt view of mankind; if handled properly, it develops into the tolerance and understanding which the world requires of its mature citizens to-day.

Many aspects of the fundamental needs of young children including education, health, school buildings and children's gardens, were considered at a conference called by the World Organization for Early Childhood Education last month in Vienna. This conference, held with Unesco's aid, enabled psychologists, pedagogues and anthropologists to discuss children's needs and the requirements of society. Delegates from pre-schools in Mexico, Great Britain, and Israel described what each of their various systems considers a well-spent day for a small child.

The World Organization for Early Childhood education is one of the non-governmental groups working under consultative arrangements with Unesco, and its efforts are extremely valuable since it is the only international organization acting in this field, with national commissions in eleven countries.

The recognition of children's rights is an essential foundation of any civilized society. One of the organizations working to defend children's rights and to help children in distress is the International Union for Child Welfare, which has already helped over 4000 children, many of them war victims. Recent conferences have been held by this group on "*Juvenile delinquency provoked by war*" and "*Methods of protection of children*", and Unesco has contributed to aid another conference of experts on social aspects of the educational problems of child war-victims.

International understanding — the personal approach

THE picture which young people get of a foreign country from history and geography texts becomes much more real once they have been in direct contact with the youth of these countries. To make such contacts possible, the International Federation for School Correspondence and Exchange works with other groups in twenty-five countries, encouraging correspondence among students which brings opportunities for international understanding to a personal level. Working under consultative arrangements with Unesco the Federation publishes bulletins in which Unesco's activities, especially the part its education programme plays in better international understanding, are described.

A typical international problem among the world's universities today is the inequality of academic degrees. A student who graduates from a university in one country and continues his studies in that of another may find that he receives little or no academic credit for the work he has already completed.

The International Association of University Professors and Lecturers contracted with Unesco to study this problem. This group works to facilitate the exchange of professors and students and to help students from countries, whose educational facilities are underdeveloped, to study in other countries.

Students' problems are the concern of the International Student Service, which, with two other associations has formed a European fund for students in need. During and after the war it distributed more than five million dollars to universities and students in Europe and Asia.

One special way in which the Student Service helped Unesco was by providing information which was invaluable in setting up the International Bureau of Universities. This Bureau, created under Unesco auspices at the conference at Utrecht two years ago, assembles complete documentation from universities, so that professors and students the world over can obtain information on educational opportunities, scholarships and conditions of admission in other countries.

The right to education — without distinction of sex

THE history of education shows us only too clearly how women's educational opportunities have been much slighter than those of men. Even today this situation still exists in some countries. Unesco has been greatly aided by women's organizations from many countries in its effort to end this discrimination. In a study of the situation at a conference in Paris last winter, reports showed that obstacles to the educational equality of women were sometimes legal or social, or based simply on prejudice.

In a number of countries, the law forbids the entry of women into certain professions, and thus few or none study in fields for which they have great aptitude. Even in some countries where women theoretically hold equal rights, there are ten times as many schools for boys as there are for girls — a result of the ancient custom of confining women in harems. In one country girls are not permitted to attend secondary schools; in another, girls must go to work at an early age; in a third women are legally allowed to practice law but fear to do so because of prejudice.

The International Federation of University Women, with 130,000 members in thirty-three countries, has helped many university-educated women who could not get the work they deserved because of race, religious or political beliefs. This is one of the organizations represented at the Paris conference, which passed a number of resolutions aimed at breaking down the barriers of prejudice against women. Another Conference resolution requested Unesco to promote short-time residential courses for women, both on their domestic problems and their duties as citizens.

All of the women's organizations which work under consultative arrangements with Unesco have done a great deal in making known to the world the Universal Declaration of the Rights of Man, as well as their own campaigns for equality for women in every field.

Recent Unesco Publications

Last month, the first of a series of newsletters — "A Reader's Guide to Unesco Publications" — was sent out from Unesco House to all parts of the world.. The purpose of the newsletters is to keep people informed about new Unesco publications, giving prices and languages in which they appear, together with advance news about works in progress. Facts about three recent Unesco publications referred to in the first Newsletter are given below.

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WORLD COMMUNICATIONS: PRESS, FILM, RADIO (200 pages)

"World Communications", the first single-volume survey yet published on world facilities in press, radio, films and television, has been widely acclaimed by newspapers and communications experts in many countries. Published last May, the book was prepared in the Free Flow of Information Division of Unesco's Department of Mass Communications.

Unesco sales agents report a heavy demand for copies, and American schools of journalism are arranging to use the publication as a textbook.

Press reports from Argentina, Belgium, India, Morocco, Scandinavia, the United Kingdom and the United States show that "World Communications" is not only being widely read but is providing much information hitherto little known in many countries.

Points which have aroused particular comment include the following: Britons read the most newspapers; India is the second-largest producer of feature films; the Soviet Union is the third largest user of television.

The book was compiled at the request of the United Nations Sub-Commission on Freedom of Information and of the Press.

"World Communications" can be obtained through Unesco sales agents. It is priced at $ 1.20 or 7s. sterling or 350 French francs.

TRAINING FOR RADIO (105 pages)

Factual information on courses in radio at present being offered by radio organizations themselves or by schools. Contains data supplied by 17 radio organizations, 10 colleges and training schools in 16 countries. Price: $ 0.40 2/- F. 100.

PUBLIC LIBRARY EXTENSION (113 pages)

Discussion of the methods of extending public library activity to meet the needs of scattered and rural populations and special groups in the community. Price: $ 65 4/- F. 200.

Courier

UNESCO

The UNESCO COURIER is an international periodical devoted to the work of UNESCO and to activities and developments throughout the world in education, science and culture.

A full year's subscription (12 issues) costs only $1.00 US., or 5/- or 200 French Francs.

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Austria : Wilhelm Frick Verlag, Graben 27, Wien I.
Belgium : Librairie encyclopédique, 7, rue du Luxembourg, Bruxelles IV.
Brazil : Livraria Agir Editora, Rua Mexico 98-B, Caixa postal 3291, Rio-de-Janeiro.
Canada : The Ryerson Press, 299, Queen Street West, Toronto.
Chile : Libreria Lope de Vega, Moneda 924, Santiago de Chile.
Colombia : Mr Emilio Royo Martin, Carrera 9a, 1791, Bogota.
Cuba : La Casa Belga, Sr. D. René de Smedt, O'Reilly, Havana.
Czechoslovakia : Orbis, Narodni, 37, Praha XII.
Denmark : Einar Munksgaard, 6, Norregade, Copenhagen.
Egypt : Librairie James Cattan, 118, rue Emad el Dine, Cairo.
France : Maison du Livre Français, 4, rue Félibien, Paris (6e). (Booksellers only)*.
Great Britain : H.M. Stationery Office : **London** : York House, Kingsway (Retail Counter Service) : P.O. Box 569, London S.E.I. (Post orders). - **Manchester 2** : 39-41 King Street. - **Edinburgh 2** : 13a Castle Street. - **Cardiff** : 1 St Andrew's Crescent. -
Greece : Eleftheroudakis, Librairie Internationale, Athens.
Hungary : "Ibusz" Akademia-u. 10, Budapest V.
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Israel : Leo Blumstein, Book Shop, 35 Allenby Road, Tel Aviv.
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Pakistan : Thomas & Thomas, Fort Mansions, Frere Road, Karachi 3.
Peru : Libreria Internacional del Perú, S.A. Girón de la Unión, Lima.
Philippines : Philippine Education Co, Inc., Corner Tanduay and Vergara Streets, Quiapo, Manila.
Portugal : Uniao Portuguesa de Imprensa, 198 Rue de S. Bento, 3e Esq., Lisbon.
Sweden : C.E. Fritzes Kungl. Hovbokhandel, Fredsgatan 2, Stockholm.
Switzerland : Europa Verlag, 5 Ramistrasse, Zurich.
Turkey : Librairie Hachette, 469, avenue de l'Indépendance, Beyoglu, Is anbul.
Union of South Africa : Van Schaik's Bookstore, Pty. Ltd., P.O. Box 724, Pretoria.
United States of America : Columbia University Press, 2960 Broadway, New York 27, N.Y.
Uruguay : Centro de Cooperación Cientifica, Avenida Agraciada 1875 Montevideo.
* **For France** : Retail sales : Unesco Sales Service, 19, Avenue Kléber, Paris (16e).

"It is in the hours of difficulty..."

PRESENTING Unesco's Annual Report to the Economic and Social Council of the United Nations, on July 21st, M. Jaime Torres Bodet, concluded his speech by referring to the Organization's contribution to the United Nations' work for peace.

M. Torres Bodet said :

" Lastly, we come to a question which set the tone for the whole of the proceedings in Florence, that of Unesco's contribution to the United Nations' work for peace.

"The General Conference was unanimous in considering that this was Unesco's essential function.

"It also felt that our Organization's contribution should not take the form of more or less spectacular enterprises independent of the programme, for these might cause confusion and deflect us from our proper and important tasks. Rather was it thought that the obligation could be fully met by effective execution of the Programme.

"True, this Programme, by Unesco's very terms of reference, is concerned with non-political problems. It is, however, no less certain that directly or indirectly, those problems have political repercussions, relating as they do to nothing less than the social and spiritual fabric of civilization, Only it must be realized that in the complex action of the intellectual on the political, there is little prospect of any immediate effect on the world's fate. The deeper that action goes, the longer will be the time needed for its effects to be felt. We must have the courage to recognize the fact and the patience to accept it.

"Courage and patience alike have never been harder of attainment than in the anxious days through which we are living, when peace is assailed by threats so urgent. Yet for that very reason both have never been more necessary. At a time when the political problems of peace have reached their acutest stage and when the balance of physical power is becoming an increasingly important element in them, the assertion of the primacy of the social and in particular of the spiritual factor - the postulate on which all our work is based - is an example of the highest value. Such an affirmation of faith in human progress is an affirmation of confidence in peace, and that in itself makes for peace.

A World Will To Unity

"IT is regrettable that the fact of the material interdependence of states has won acceptance more swiftly than has the intellectual and moral solidarity of peoples. Nevertheless, international cooperation requires, above all, an international spirit. That was fully appreciated by the authors of the San Francisco Charter. When they took up the work of the League of Nations, they recognized the importance of undertakings such as the International Labour Office and provided for a series of Specialized Agencies whose explicit purpose is to awaken and develop the international spirit by giving to our interdependent world the will to unity as a rock to build on and setting up that unity's attainment as its labour's crown.

"**These Agencies are the principal novelty in the United Nations system. The difficulties of the hour must not make us forget the great promises which accompanied their birth nor the constructive possibilities inherent in them. On them largely depends the establishment of that twentieth-century human order which has still to be built and even to be conceived.**

"It is, of course, natural that the United Nations and their Specialized Agencies in action should have met with a thousand obstacles. They demand from us all unceasing sacrifices which do not always nor easily awaken enthusiasm. The need was to strengthen the political security machinery of the United Nations and at the same time to assemble resources great enough so that the Specialized Agencies might be able to carry out a fruitful work and one which might not lose sight of the practical reality of daily life. All this requires great and unceasing generosity.

" Peace - An Unending Creation "

"EVEN among men of good will I know that there are many who ask themselves rather doubtfully whether the provision of education for the ignorant, care for the sick and food for the hungry will really serve to hold off war. Yet, if there be one truth that we should ever keep in mind, it is that there is no real peace without economic justice and social progress. To extend the political responsibilities of the United Nations without increasing to a corresponding or even greater degree the economic and social activities of the Specialized Agencies would be to throw the whole system out of balance and to repudiate the principles on which it is based. As things are today, it would mean yielding, under the guise of realism, to the most disastrous defeatism. More than ever it is essential that international cooperation should achieve acceptance by the scope and effectiveness of what it does, and that the Specialized Agencies set up to that end should show the people, by practical achievements and no longer merely by symbolic illustrations or exhortations, all the dignity and happiness that peace brings with it.

"Peace has been defined as unending creation. It is in the hours of difficulty that it is most important to remember this. It is then above all that humanity must be made to understand that agencies such as the International Labour Organization, the World Health Organization, the Food and Agriculture Organization and the United Nations Educational, Scientific and Cultural Organization were not created to knock together a jerry-built world of tomorrow during an uneasy truce, but to pave the way, despite tensions or even wars, for the dawn of the economic and social justice without which there is no true peace."

UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL PRAISES UNESCO'S PRIORITY WORK PROGRAMME

ACTION taken by Unesco to concentrate and co-ordinate its work through the adoption of a system of priority tasks was strongly approved by members of the Co-ordination Committee of the U. N. Economic and Social Council at Geneva on July 21st, following presentation of Unesco's annual report by M. Jaime Torres Bodet.

M. Georges Boris (France) said that Unesco's report and the decisions of its General Conference at Florence showed that it had explored the whole of the province committed to it. It had also gained an awareness of the techniques and methods which it must apply in order to achieve effective results. The French delegation, he said, wished particularly to congratulate Unesco on results it had obtained in the field of specialist collaboration and exchanges of technical information.

Mr. Kotschnig (United States) remarked that even as recently as this year's Florence Conference as many as 200 new projects had been proposed. Seen against such a background, the most striking characteristic of the Organization's report was the great progress made in concentrating programmes. Unesco was moving towards the establishment, not only of priorities, but of the classification of its major programmes in terms of its limited resources. Unesco, he said, was the proper international organization to concentrate upon the promotion of the effective methods of educating the peoples of underdeveloped countries.

Threefold Technical Assistance Work

SEVERAL speakers referred to Unesco's part in United Nations' technical assistance activities. Mr. Entezam (Iran) declared that through scientific research, the modernization of education and the dissemination of educational and cultural material Unesco was already making a very considerable, if indirect, contribution to the welfare of under-developed countries. Pledging Belgium's support for Unesco's technical assistance work, M. Delhaye reiterated his country's desire to see qualified refugee intellectuals associated in the programme.

Unesco's initiative in undertaking the creation of an International Copyright Convention and its efforts to publicize the Universal Declaration of Human Rights were welcomed by Mr. de Alba (Mexico) and Mr. Cabada (Peru).

Contribution To Peace and Security

UNESCO'S work was the subject of several resolutions adopted by the Economic and Social Council on August 9th.

The first of these commended Unesco's efforts to establish priorities in its work programme and invited its members to concentrate in future programmes on projects designed to advance Unesco's contribution to peace and security. The same resolution expressed the hope that this concentration of effort would result in a reduction of the number of meetings and conferences to allow adequate preparation and proper implementation of their findings. The resolution asked Unesco to give special attention to the programme of technical assistance for under-developed countries.

Other Council resolutions were aimed at co-ordinating activities relating to the freedom of information carried out by the United Nations and by Unesco and to drawing attention of Member States to the practical value of the Unesco Agreement designed to abolish import duties on educational, cultural and scientific materials.

M. Georges Boris (France) shown here with M. Henri Laugier, Assistant Secretary General, United Nations Department of Social Affairs (right), addressed the Co-ordination Committee of the Economic and Social Council during its consideration of the Unesco annual report. In the face of the special difficulties of the existing international situation, he told the Committee, Unesco, and especially its Director-General, were trying to bring the work which Unesco must carry out for the peace of the world, into closer touch with present-day realities.

ECOSOC RESOLUTION ON KOREA; UNESCO EXECUTIVE BOARD MEETS

The following is the text of a resolution unanimously adopted by the Economic and Social Council of the United Nations, meeting in Geneva, on August 14th.

THE ECONOMIC AND SOCIAL COUNCIL,

Profoundly concerned over the hardship and suffering wrought upon the people of Korea by the unlawful attack of the North Korean forces.

Determined to do everything in its power for the relief and support of the civil population of Korea.

Having given due consideration to the resolution adopted by the Security Council on 31 July 1950 and the request addressed to it in that resolution, under the terms of Article 65 of the Charter,

Bearing in mind the agreements between the United Nations and specialized agencies which provide for the co-operation of these agencies with the Economic and Social Council in rendering such assistance to the Security Council as that Council may request, and

Deeply conscious of its functions and responsibilities under Chapters IX and X of the Charter,

A.

1. **Declares** its readiness to provide for such assistance as the Unified Command may request in accordance with the above-mentioned resolution.

B.

2. **Requests** the specialized agencies and appropriate subsidiary bodies of the United Nations to lend their utmost support in providing such assistance as may be requested by the Unified Command through the Secretary-General for the relief and support of the civilian population of Korea, and authorizes the Secretary-General to transmit directly to them such requests for assistance as fall within their respective fields of competence;
3. **Invites** Governments Members of the United Nations, the Secretary-General, and appropriate non-governmental organizations, particularly those in consultative status with the Economic and Social Council, to assist in developing among the peoples of the world the fullest possible understanding of and support for the action of the United Nations in Korea and requests the Secretary-General to seek on behalf of the Council the co-operation of specialized agencies as appropriate for this purpose;
4. **Authorizes** the Secretary-General to invite appropriate non-governmental organizations to give such help as is within their power for the relief of the civilian population in Korea, and requests him to make suitable administrative arrangements in this connection;

C.

5. **Requests** the Secretary-General to render progress reports to the Economic and Social Council on action taken under this resolution and to include when appropriate such other information and observations as may be helpful for the consideration of longer-term measures for economic and social assistance to the people of Korea;

D.

6. **Decides** not to close the present session when the Council has disposed of the present agenda but to adjourn it temporarily, and authorizes the President, in consultation with the Secretary-General, to reconvene the Council at United Nations Headquarters whenever necessary in connection with matters requiring action under this resolution.

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As this edition of the Courier was going to press, Unesco's Executive Board began a special meeting called by the chairman on the request of eight members to discuss : « The contribution of Unesco to the action of the United Nations and Specialized Agencies following the aggression against Korea. » The Board was also due to consider the concentration of Unesco's 1951 programme and the extent of the Organization's activities in Germany.

LIBRARIES — A NEGLECTED RESOURCE

Unesco Seminar proposes active programme for adult education

"PUBLIC *libraries can be and indeed in some cases are among the most effective agencies now existing for the continuing education of great masses of people*", according to a resolution of the Unesco Seminar on libraries in adult education just held in Malmo, Sweden.

The *"can be"* is the justification for this four weeks' workshop for professional librarians specially interested in adult education, arranged by Unesco. The fact is that the potentialities of public libraries are far from being realized or even recognized in many parts of the world. It is also true that the public library movement is on the move. This is clear from recent advances made in many countries and from the place public library development occupies in Unesco's programme.

The progress is very uneven, however; indeed in some regions it has not even started. The central idea of this seminar was to pool the best practices and theories, to focus attention on the role of libraries as educational agencies and to reach agreement on standards.

By the end of the seminar, the 48 participants from twenty countries had produced a number of clearly formulated recommendations as to how libraries best can aid popular education.

Some of these recommendations are directly addressed to Unesco; others should rather be regarded as pointers to everyone engaged in public library work and planning. Both kinds constitute impulses to action on the local, national and international plane.

Director of the seminar, which used the discussion group technique, was Dr. Cyril O. Houle, Dean, University college, University of Chicago, who also led the work of the group studying the organization and administration of library adult education programmes.

BOOKS — ONLY THE BEGINNING

THE modern conception is much broader than the one once commonly held of public libraries as places where individuals can borrow books and scan newspapers. The modern public library is a service organization bringing educational and recreational aids to the people. These aids are not only made out of printed words. The spoken word through radio, gramophone and lecture, the image through film, lantern-slide and poster and even the combination of these two modern techniques in television now belong within the domain of the librarian in the service of the community.

This study-group formulated a minimum, median and maximum programme for the audio-visual services of libraries. The minimum programme which the Seminar commends to all libraries requires at least the establishment of an effective community film information service.

Unesco was asked to publish an international list of selected films of universal interest in the field of adult education.

The work and recommendations of this group have meant a real step forward towards the recognition of the film's rightful place in public library services.

"An effective library service forms an indispensable and integral feature of any fundamental eduction programme", the third study-group stated. This group was concerned with libraries in the aid of mass education in the large underdeveloped areas of the world and many of its recommandations were addressed to Unesco, an organisation which since its start has devoted much of its programme to fundamental education.

LIBRAIRIES — AND ILLITERACY

THIS group had to consider the librarian's problem in a community that is mainly illiterate but in the process of learning how to read and write. The school system in such an area is still inadequate, no libraries exist. The educational experiment to introduce reading materials is on a *"pre-book"* basis. The librarian has to be a pioneer clearing new paths, often in the face of opposition and despondency and with very scanty material means.

The forty-page report produced by this group, in the work of which professionals from all the continents participated, is itself a valuable handbook in library planning and practice in the underdeveloped regions.

The group chairman was the librarian of the Musée de l'Homme in Paris, Mlle Yvonne Oddon, whose experience in the field, includes Unesco's fundamental education pilot project in the Marbial valley, Haiti.

The whole Seminar benefited from the fact that the modern town library of Malmo had been chosen as the site. This model library is a fine example of the progressive Swedish public library system and many of the participants could not but feel envious when they saw what excellent library facilities are at the free and easy use of the people of Malmo and the province of Scania.

The results of a seminar cannot be judged only from the reports and recommendations produced. The real results will come when the words are translated into action, when the new techniques have been put into practice, new buildings erected, services expanded and improved. This will happen when the participants are back in their communities and after their colleagues and public opinion have been given the opportunity to benefit from their widened outlook and improved skills.

Library services in India, Ceylon, Egypt, the Argentine, France, Italy and Great Britain are represented among these members of a study group at the Unesco Seminar on Libraries in Adult Education, held at Malmo, Sweden. This group was concerned with the ways in which libraries can help mass education in the large under-developed areas of the world.

UNESCO ACTIVITIES IN GERMANY

IN 1948, following the General Conference resolution passed at Mexico City in 1947, Unesco, acting in agreement and co-operation with the appropriate Allied Authorities, extended its activities to Western Germany and opened its first office in Stuttgart. A year later further offices were opened at Mainz and Düsseldorf.

One of the first tasks of these offices has been to make known the aims and purposes of the Organisation, both to the German public generally by means of press, radio, exhibitions and lectures, as well as by the distribution of Unesco literature and pamphlets translated into German for this purpose, and also to academic and other interested circles by means of free distribution or sale of Unesco's more specialised publications and periodicals, as well as by personal contacts. Requests for material for distribution in schools, for student libraries, for exhibitions or for special broadcasts, to mention but a few of the purposes, are constantly increasing and the needs are fulfilled as far as is possible by these three offices.

Other important fields of activity extended to Germany within the framework of Unesco's programme include the exchange of publications, the exchange of persons, the study of textbooks and the social sciences.

The exchange of publications between German libraries and the libraries of Member States has been greatly facilitated by the creation of an Exchange Centre at Bad-Godesberg, financed by the Notgemeinschaft des Deutschen Wissenschaft (Emergency Council for German Science). The extension of the Unesco Book Coupon Scheme to Germany, where it will shortly come into operation, will provide a further valuable means for German libraries to acquire much needed foreign books and periodicals without the complicated procedure and long delays which are at present inevitable.

Frequent enquiries are received at the offices in Germany concerning the possibilities of exchange and study abroad by students, teachers and many young people anxious to come into contact with young people of other nationalities. Information is given on exchange agencies in other countries and where possible contacts are facilitated. The handbook "Study Abroad" has proved a much sought after publication in German universities, and the offer of the first Unesco fellowship — in the field of Youth Education — in Germany has aroused a large response.

IN co-operation with the appropriate programme departments of Unesco several studies have been initiated in Germany. One of these has been concerned with the post-war preparation and production of textbooks. Within the field of Unesco's Tensions Project a sociological study is at present in progress, which is particularly concerned with the attitudes of youth. In addition studies are being carried out on the problems and experiments in dealing with war-handicapped children on the problems with which youth is faced with the purpose of enabling those concerned with youth questions to gain a better understanding of the problems of youth in Germany and of their relationship to other members of the international community.

The Director-General, following the recommendation of the General Conference at its Third Session, established a Committee of Experts to advise him on matters affecting the programme of Unesco's work in Germany, and this Committee convened for its first session in May 1949. The Committee is composed of representatives from Belgium, Czechoslovakia, France, Netherlands, Norway, Poland, Switzerland, United States of America and the United Kingdom, who meet periodically to study the progress of Unesco's activities in Germany and to advise on its future programme as well as on any special projects which might be carried out in that country.

The Committee of Experts met recently in Unesco House, Paris, to consider the creation of an international centre for youth activities, an international social sciences institute and an international pedagogical institute in Germany. The Committee welcomed Unesco's proposal to support special projects in these fields, but felt convinced that if these projects were to be carried out full collaboration from German circles anxious to work in the interests of international understanding would be essential. The Committee made a number of recommendations designed to ensure the permanent and international character of these institutes.

FROM the time that Unesco started its activities in Germany keen interest has been shown by Germans in the Organisation's work in their country. In response to an increasing desire to participate more actively, a group of personalities representing all spheres of cultural life in Germany met last January in Bad-Soden near Frankfurt to consider the means by which Unesco's activities could be furthered through German initiative, and to this end decided that preparatory work for the creation of a German Committee for Unesco Activities should forthwith be undertaken. An Interim Committee was formed and has been co-operating since that time with the Secretariat Offices in Germany in various fields of their work, such as in the selection of participants for Unesco meetings and seminars, in many cases also providing financial aid to such participants for their travel. Assistance has also been given in obtaining German contributions to recent Unesco publications, such as the Index Translationem and the Catalogue of Photographic Archives of Works of Art.

It is expected that the permanent Committee will be finally constituted at a meeting to be held at the end of September. In order to cover the various activities of Unesco the Committee will comprise the following groups: Arts and Literature; Science: Education: Press; Radio and Film. It will receive direct financial support from the German Federal Government.

It is hoped that the formation of the Committee will lead to increased active participation in Unesco's work and afford to Germans greater opportunities for partaking in and contributing to international co-operation in the fields of education, science and culture.

One of the aims of Unesco's work in Germany is to encourage the activities of organizations carrying out adult education there. One of these organizations is the Federation of German Trade Unions for Western Germany under whose auspices the Ruhr Theatre Festival was held this Summer. During the Festival, whose aim is to bring to the workers an understanding of European culture in its widest sense, German actors (above) presented Shakespeare's "King Lear".

CHINESE ARTISTS And Unesco Experts Find New Roads To "THE HEALTHY VILLAGE"

To interrupt the cruel cycle of sickness, hunger, weakness, lassitude, ignorance — and again the sickness and hunger — Unesco during 1949 organized an experiment in collaboration with the Chinese Mass Education Movement, which was already carrying out practical fundamental education work there.

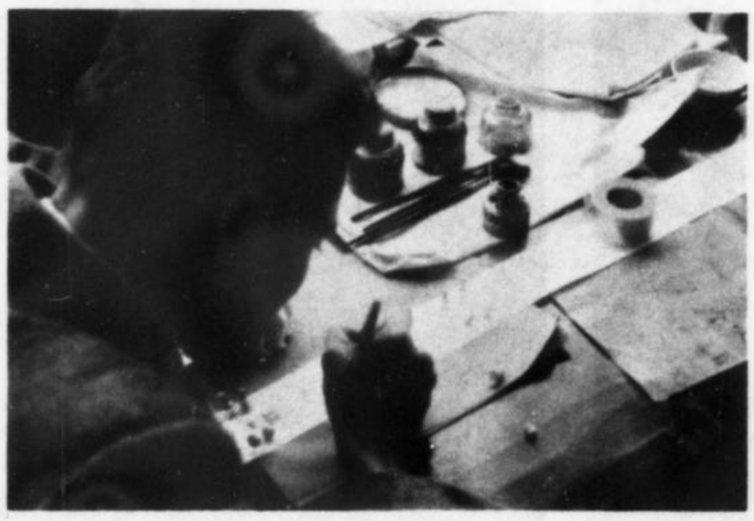
The purpose of the project was to prepare sample materials — particularly audio -visual aids for fundamental education — which could be of use to educators in other parts of the world. The subject to be dealt with was given the title of "The Healthy Village", and the international team carrying out the project set out to produce, with the help of local artists, materials designed to encourage hygiene and defeat disease.

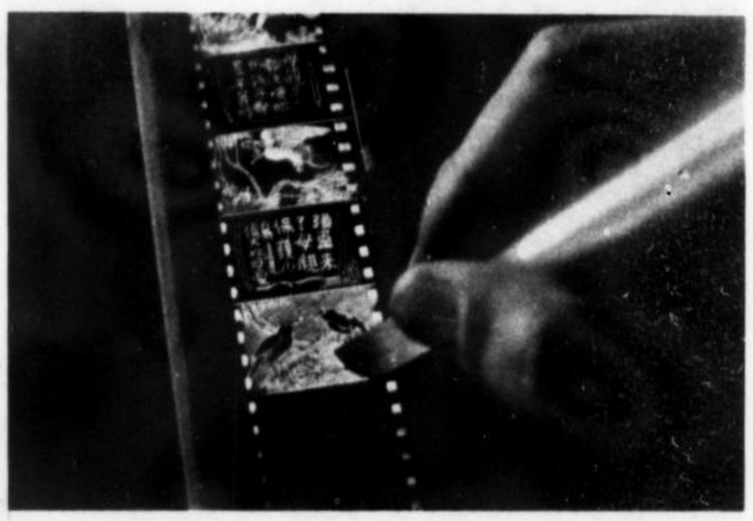
By May, these artists, adapting themselves to entirely new conditions, had produced a first series of posters, mobile posters, booklets and film strips dealing with the causes of and protection against such diseases as smallpox, trachoma and tetanus.

It was difficult at first to persuade the Chinese artists to draw anything as repulsive as a child's face marked with smallpox or eyes inflamed with trachoma. But, once convinced that people must be shocked into action by seeing the terrible effects of these diseases, they brought to their work the patience and delicacy which characterize the Chinese artist.

One of the most successful audio-visual devices to teach health lessons developed by the Unesco Project in China was the rotating wheel poster. This photo, taken near Pehpei, shows a health worker demonstrating one of the posters illustrating in eight stages how eyes inflamed by trachoma become bright and healthy again with regular treatment. After a talk on trachoma, the Unesco health worker would examine and treat people, leaving the poster for the crowd to look at and operate themselves.

Two-way posters were used by the Unesco team in Pehpei to convey two alternative and contrasting health messages, such as "Do" and "Don't" on a certain topic, or "The good way" and "the bad way". In these photos, the two positions of the same poster show (left) a trachoma victim who failed to take regular treatment and (right) the same man when his trachoma was cured after a 21-day treatment. These posters successfully brought home the lesson.





Instead of using the normal filmstrip method of drawing pictures and then photographing them, Unesco Project artists drew directly on 35 mm film. The Chinese artist (above) is working on clear film on which ink, paint or colour can be applied with paint or brush. A second method (above, right) was to use black film, making pictures by the removal of the black photographic emulsion (also ink, paint, or colour applied to the film) with a stylus or knife.

Filmstrips Without A Camera

SOME months later, Unesco sent out to China Norman McLaren, a young Canadian who had been working for several years with the Canadian National Film Board. Under his guidance and inspiration, the art centre at Pehpei produced an impressive total of static and mobile posters, wall sheets, picture books and film strips all teaching a simple but vivid lesson in hygiene and the prevention of disease.

When these materials were "tested" in the local villages it was found that the greatest effects were achieved through the use of film strips and mobile posters.

McLaren therefore began to experiment with new methods of filmstrip production. His efforts led to some striking results by the use of direct art work on the film. Instead of using the normal filmstrip technique of drawing pictures and then photographing them, McLaren and his team did their pictures directly on 35 mm motion picture film.

Pictures were made on both clear and black film by two basic methods: (a) applying ink, paint or colour to the film with pen or brush and (b) removing the black photographic emulsion (also ink, paint or colour applied to the film) by etching or scraping with a sharp instrument. Cross combinations of these methods produced a further variety of mixed methods.

One advantage in using this direct method was the speed of production. This was found to vary between one quarter to one tenth the time required by the standard method. In other words, the same idea executed by painted drawings and later photographed which took six weeks to carry out would take about six days if translated directly on film.

The fastest production at Pephei was an 84-frame filmstrip made in 1½ days and even the longest, a 64 frame filmstrip, only took six days.

Put To The Test

WHEN completed these filmstrips were taken with other audio-visual materials for testing in local villages. Members of the Unesco team, including Dr. Clara Nutting, the American head of the Health Department, Mr. E.J. Fan, Chinese head of the Field Department and a Chinese commentator and projectionist, travelled to the villages, their car piled high with films, equipment and medical supplies.

In the evenings they put on shows in the village schools or squares showing four or five filmstrips interspersed with records of Chinese music. These ended with an announcement telling people to come back for a medical examination the next day.

Sometimes as many as 600 people turned up to have their eyes examined for trachoma and often one third of them were found to be suffering from this disease which, if left unchecked, can cause total blindness. In one period of 23 days, Dr. Nutting examined 6.389 persons — 47 per cent of the population — and found that 25% had trachoma.

The peasants themselves became "actors" in several "actuality" filmstrips. Pictures were taken of the village folk attending a film show or receiving treatment and these were then projected in slide form when the village was visited a second time.

Seeing themselves on the screen was a novelty which attracted the people in hundreds and created a warmth of interest which helped them to understand why they should get vaccinated against smallpox and continue regular treatment for trachoma. Above all, it made them health conscious and more ready to co-operate in the campaign.

All Educators Will Benefit

THE work of the Pehpei project has come to an end, but worldwide use is to be made of the reports which cover the administrative, art production, field work and health activities carried out by its members.

The reports, illustrated by pictures taken during the work, are to be published by Unesco in the form of a monograph and made available to all educators in the field of fundamental education. Copies of the audio-visual materials prepared by Norman McLaren and his team are being made and will be loaned to governments, organizations and individuals carrying out other projects where this type of work has started or is about to begin.

Unesco filmstrips showing details of the various techniques used by McLaren will be made and the young Canadian is himself preparing a special post-project report outlining the methods he developed at Pehpei and the equipment he used.

In breaking new ground, especially by developing the use of direct art work on filmstrips and filmslides, and by providing answers to some of the problems involved in reaching and driving home health lessons to large numbers of people, Unesco's Project has done valuable work. Its results will be appreciated and used wherever men and women are striving to help their fellows to live better and fuller lives.

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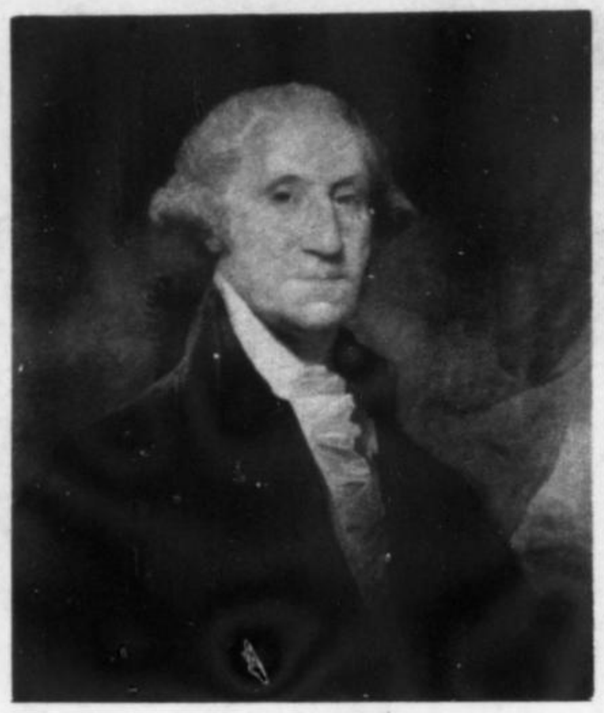

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WORLD'S FINEST COLOUR PI

1. "The Birth of Venus" (detail), Sandro BOTTICELLI (1444-1510), Italy.
2. "George Washington", Gilbert STUART (1755-1828), U.S.A.
3. "The Tribute Money", TITIAN (1477-1576), Italy.
4. "Portrait of Moretto", Hans HOLBEIN (1497-1543), Germany.
5. "Don Manuel de Zuniga", Francisco de GOYA (1746-1828), Spain.
6. "The Judgement of Paris", Anton Van DYCK (1599-1641), Flemish.
7. "A Man and a Tea House Maid", KIYONAGA (1742-1815), Japan.
8. "Man in Red", SHAH MUHAMMAD (Tabriz School, XVIth century), Persia.
9. "Man with Golden Helmet", REMBRANDT (1606-1669), Netherlands.
10. "The Forest of Coubron", Jean-Baptiste COROT (1796-1879), France.

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TO help bring wider understanding and enjoyment of outstanding works of art to the largest possible number of persons, Unesco has published a 180-page catalogue of fine colour reproductions of great paintings done before 1860, which are available at moderate prices. More than 500 years of painting are represented by 418 of the works of 170 masters, chosen from among more than 2,000 reproductions offered by the principal publishers of the world.

The great majority of people in the world can never hope, for geographical reasons alone, to enter the museums and galleries where most of the famous art treasures are housed, points out Dr. H. Gerson, Deputy-Director of the National Bureau for the Documentation of Art History, The Hague. Dr. Gerson, one of the experts who made the selection of reproductions for Unesco, wrote in his introduction to the catalogue :

"Unesco, an organization whose scope is world-wide and which is unhampered by prejudice or the burden of any particular tradition, is acting on behalf of the millions of people who live far from museums and galleries".

The standards of choice of the reproductions contained in the catalogue were the significance of the artist, the importance of the painting, and the fidelity of the reproduction. But the element which makes the work an especially useful instrument in Unesco's programme of democratization of art is the revelation that colour reproduction of some of the world's finest paintings are available at low prices. There are Fra Angelicos, Bellinis and Goyas which can be bought for 25 cents each ; a dozen different Giottos at $ 1 each ; and even the more costly reproductions are priced no higher than $ 15 to $ 20.

The working party of experts who made the selections at meetings held at Unesco House in Paris, was nominated by the International Council of Museums. It included, in addition to Dr. Gerson, Charles Sterling and Hélène Adhémar of the Louvre in Paris, Sir Philip Hendy of the National

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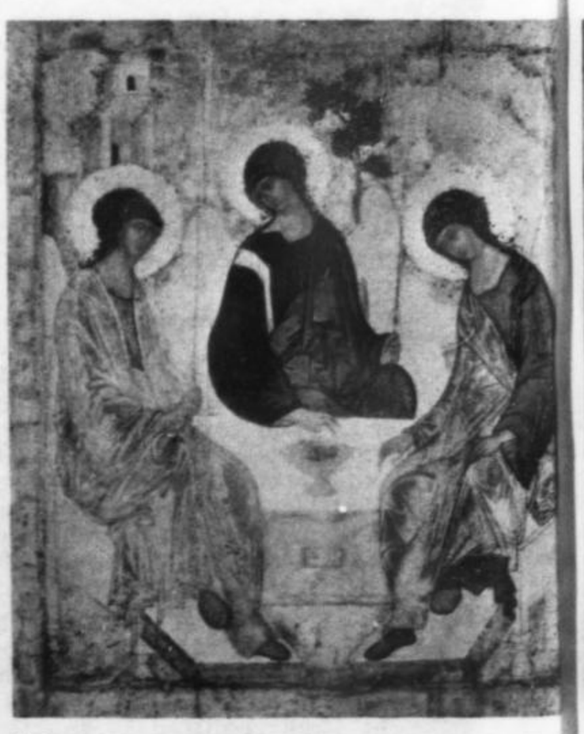

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INTS CATALOGUED BY UNESCO

Gallery in London, Professor Mario almi of Rome, and Professor J. Pijoan f Chicago.

Each reproduction is printed in the atalogue in black and white, accom-anied by precise details in French, nglish and Spanish about the ainting, the painter, and also the eproduction. In each case, the eader can learn exactly where he can uy the reproduction and at what rice.

The catalogue brings to completion Unesco project of compiling a list of od available colour reproductions egun last year with the publication f a similar volume, containing 423 eparate items covering the period rom 1860 to 1949. It was pointed out y Jean Cassou, Director of the Museum of Modern Art of Paris, who rote the introduction to the earlier olume, that "**Colour reproduction tands in the same relation to visual rt as does the radio or gramophone ecord to music : it is an inter-ediary**".

Unesco aims to do more than to elp make more pictures available to ore people. For one thing, the atalogues draw the attention of ublishers of colour reproduction to he fact that many great paintings ave never been properly reproduced. ublishers have already begun to fill n existing gaps.

Another purpose is to encourage ublishers to improve the standards of olour prints. Three-quarters of the rints submitted for use in the second olume of the catalogue had to be jected. It is hoped that publishers, cognizing in the catalogues a otential frame of reference of excel-nce in the field, will seek to bring heir prints up to a standard meriting nclusion in future editions.

The Two Unesco Catalogues of Colour Reproductions of Paintings may be obtained from Unesco Sales Agencies, listed on Page 2 of this issue, or from the Division of Distribution and Sales, Unesco, 19, Avenue Kléber, Paris (16e).

The price of the catalogue of paintings prior to 1860 is $2, 10/-, 600 francs; the price of the catalogue of paintings from 1860 to 1949 is $1.50, 8/-, 400 francs.

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11. "Christ the Mediator", William BLAKE (1757-1827), England.

12. "The Gypsy", Franz HALS (1580-1666), Flemish.

13. "View of Toledo", EL GRECO (1545-1614), Spain.

14. "The Grand Canal, Venice", William TURNER (1775-1851), England.

15. "The Kiss of Judas", GIOTTO (1276-1337), Italy.

16. "The Conjurer", BOSCH (Hieronymus Van Aeken) (1460-1516), Netherlands.

17. "The Holy Trinity", Andrej RUBLEV (XVth century), Russia.

18. "Musical Mode", RAJPUT (beginning of XVIIth century), Unknown Indian Artist.

19. "Raftsmen Playing Cards", George Caleb BINGHAM (1811-1879), U.S.A.

20. "Music Lesson", Jan VERMEER (1632-1675), Netherlands.

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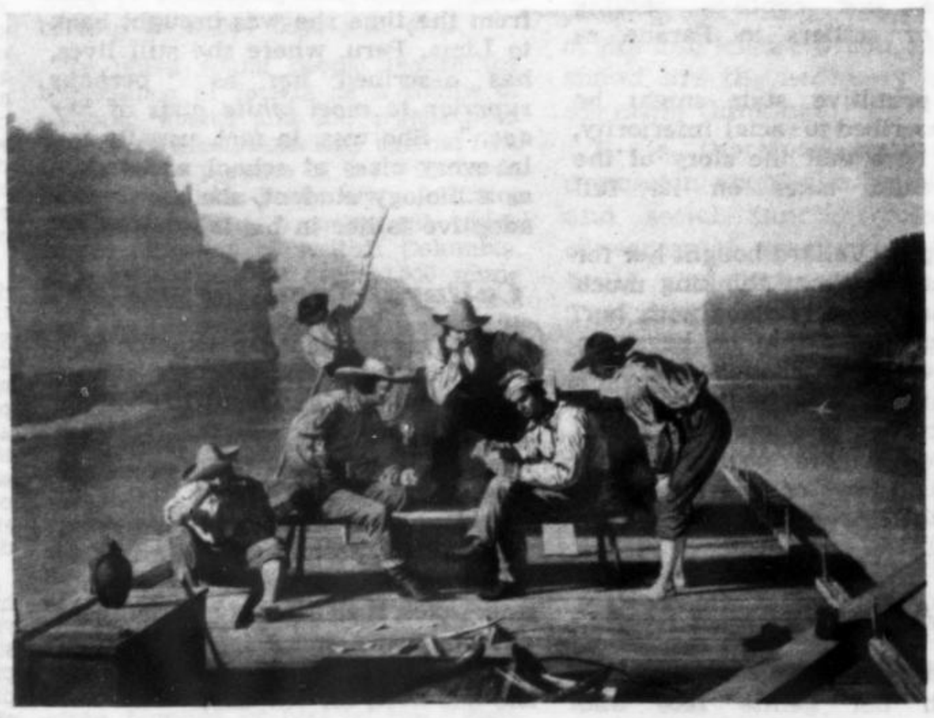

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AN INDIAN GIRL WITH A LESSON FOR HUMANITY

On July 18, Unesco issued a statement — the work of twenty scientists — designed to expose the hateful myth that one "race" is inherently superior to another.

On the basis of known facts about human race the anthropologists and sociologists were unanimous in their opinion that racial discrimination has no scientific foundation in biological facts.

To make known this important statement — the first step in a campaign against racial prejudice and ignorance — Unesco mobilized all its resources. The radio division sent out more than 400 releases, and special recordings in ten languages reached 48 countries. Feature articles went to more than 1500 newspapers around the world while press releases were sent to newspapers, magazines and all United Nations and Specialized Agency offices.

Thus, millions of men and women in all parts of the world read the following assertion in one paragraph of the declaration :

"According to present knowledge, there is no proof that the groups of mankind differ in their innate mental characteristics, whether in respect of intelligence or temperament. The scientific evidence indicates that the range of mental capacities in all ethnic groups is much the same".

Reading these words, many people wanted to know if there are actual case histories which can *"prove"* to laymen the facts known to the scientists. On this page the Courier presents the remarkable story of Marie-Yvonne Vellard, a child of one of the most primitive tribes on earth, found as a baby in the Parana forests of Paraguay 18 years ago. Today, aged 20, she works as an assistant to her adoptive father, the French ethnologist who found her, and is regarded as *"superior to most white girls of her age in intelligence and ability"*

The story of Marie-Yvonne Vellard is far from unique, for the whole world is full of proof that : *"...given similar degrees of cultural opportunity to realize their potentialities, the average achievement of the members of each ethnic group is about the same"*

In the Parana forests of Paraguay live the Guayaki Indians, one of the most primitive and least known Indian tribes of South America. M. J. Vellard, a French ethnologist working for the Musée de l'Homme in Paris, had spent many months wandering through the forest in search of these Indians when, exactly eighteen years ago, he unexpectedly found himself face to face with them.

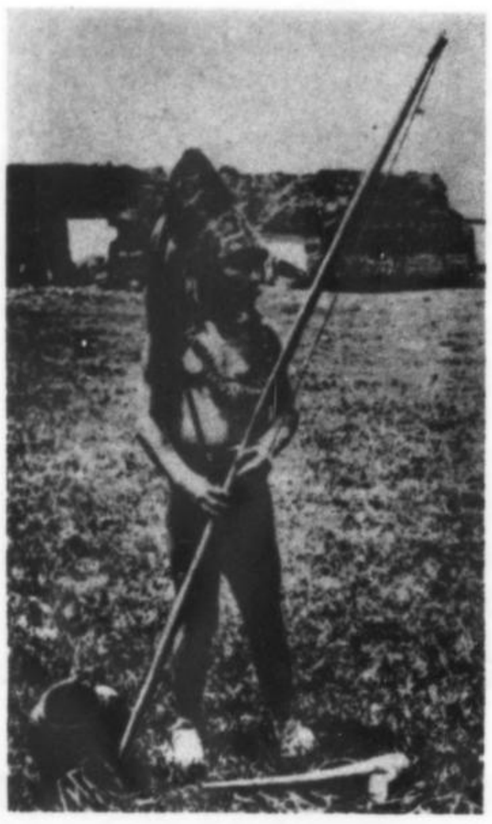
He went toward them, but the answer to his gestures of friendship was a flight of arrows ; his Paraguayan guides opened fire and the Indians fled in terror into the undergrowth abandoning their stone axes, their primitive huts and their enormous arrows pointed with wood.

A few hours later Vellard's guides returned with an unusual prize. They were carrying, slung on a pole, a small brown creature which Vellard at first took for a monkey. To his astonishment and indignation he discovered that it was a little girl of two whom his men had gagged with leaves and whose arms and legs they had bound so as to carry her more easily. They were hoping to sell her to some farmer in the district for a hundred pesos or so.

The Guayaki Indians are the last representatives of a very primitive and rudimentary culture. Like their neighbours they speak Guarani, but unlike them are not sedentary. They live almost exclusively by hunting and gathering fruits, and wander at large in the forest. Their hunting is done with bows and arrows, the latter being among the longest in the world, while they use stone axes to open up tree trunks and extract honey, of which they are particularly fond.

Unchanged Way of Life

Their worldly goods are very few — baskets which they make water-tight with wax, tools of bone, a few necklets and lengths of rope. Their dwellings are huts of boughs which they can erect in a few minutes in the deep forests where they live withdrawn from other men. Probably their way of life is very little different from that of the first bands of men who colonized the empty spaces of South America, thousands of years ago.



One of the few photographs ever taken of a member of the Guyaki tribe. Roaming the dense forests of eastern Paraguay this man and his fellows are limited by circumstances to a primitive life. Yet, as a child he possessed all the latent capacities for civilized life in any part of the modern world.

As a result of being hunted by other Indian tribes and Whites alike the Guayaki have become timid and suspicious. Today we know little more about them than was known to the Jesuits who tried to convert them in the 17th century, and we have only been able to secure a little hazy information about their customs from the few captives serving farmers or settlers in Parana as slaves.

Their primitive state might be logically ascribed to racial inferiority, but it is here that the story of the captive child takes on its full significance.

Out of pity, Vellard bought her for a few pesos without thinking much about what he would do with her. It was only later that he began to wonder whether chance had not given him an opportunity to show that education and cultural background were more powerful than the so-called laws of race alleged to govern the development of the individual.

Like A European Child

He had grown fond of the child with her gentle face and friendly eyes. So, the little Indian was christened Marie-Yvonne and brought up by Vellard's mother, exactly like a French child. A few months after her capture and adoption she was already beginning to speak a few words of French and behave like a European child of the same age. With her high cheekbones and black eyes she could have passed for a Japanese or even a child from the Northern provinces of Argentina.

Less than a year after the start of her new life her speech and manners were better than those of a European child of the same age. At the age of seven she was already speaking French and Portuguese and liked to ask questions about Greek mythology.

Art among the Guyaki people is limited to the decoration of weapons, calabashes and implements with dots, dashes and strokes, yet, at an early age, Marie-Yvonne was able to draw, although she had never received instruction.

SLAVE OR SCHOLAR? For this little Guyaki girl, whose photograph was taken about 1899, the answer was probably slavery. There was a happier answer for another little Indian girl found eighteen years ago in a Paraguay forest by the French scientist Jehan Vellard. She is now his adopted daughter and a member of a cultured society. The only difference was ...opportunity.

A European scientist who has followed the case of Marie-Yvonne from the time she was brought back to Lima, Peru, where she still lives, has described her as " *perhaps superior to most white girls of her age.* " She was, in fact, usually top in every class at school and today, as a biology student, she assists her adoptive father in his laboratory.

Cultural Transformation

She was brought up exactly as a white girl and though she is completely aware of her origin, she takes no notice of the fact that her skin is of a different colour to that of her white friends.

Today, the Indian child, whose kinsfolk are perhaps still hunting in the Parana and felling trees with stone axes, is an attractive, intelligent girl of twenty and a typical product of the cultural environment in which she has lived for 18 years.

The story of Marie-Yvonne is not unique. Hundreds of similar cases, involving young native children born among what are judged as extremely primitive peoples, can be cited.

Providing a child is removed from its cultural environment before it is old enough to have been influenced, it can be completely assimilated into new surroundings. Like all human beings it has innate aptitudes, but none which can be considered as belonging exclusively to the race of which it is issue.

> *" THE ONE TRAIT WHICH ABOVE ALL OTHERS HAS BEEN AT A PREMIUM IN THE EVOLUTION OF MEN'S MENTAL CHARACTERS HAS BEEN EDUCABILITY, PLASTICITY. THIS IS A TRAIT WHICH ALL HUMAN BEINGS POSSESS. IT IS, INDEED, A SPECIES CHARACTER OF HOMO SAPIENS, "*
> Extract from the Unesco Declaration on Race, July 18th, 1950.

The lesson taught by the story of Marie-Yvonne and hundreds like it is that all human beings of normal intelligence are capable of playing their part in any form of civilization. And it highlights one of the statements made in the Unesco Race Declaration — " *The myth of race still prevents the normal development of millions of human beings and deprives civilization of the effective co-operation of productive minds.* "

★ ★

Study of Brazilian ethnic groups will help Unesco to fight race prejudice

The history of European colonization in South America is full of countless tales of bloodshed. Brazil is no exception. It has been the scene of bitter fighting between different ethnical groups which sometimes ended in appalling massacres.

Yet this hostility never assumed any permanent, collective form. Brazil is one of the few countries which has never known those systems of legal oppression practised by ruling whites over the slave masses and known as the "Black Laws". The abolition of slavery, which created such grave social problems in the United States, was effected in Brazil without incident. Racial prejudice, cause of bitter conflict in so many parts of the earth, is so slight that it is frequently confused with class prejudice.

What is the reason for this? It is difficult to find a satisfactory answer. Unesco is making a study of ethnic groups in Brazil as part of its general campaign against race prejudice, which is such a serious threat to world peace. At the last General Conference at Florence a resolution was passed to make researches into Brazilian anthropology, sociology and social psychology for the purpose of discovering the reasons for this historical development.

There is much more than scientific interest in this undertaking. The results which can be anticipated from such a wide enquiry will probably give precise details of the origin of racial prejudice. Then it will be possible to attack this problem at its source and endeavour to eradicate conditions favourable to its development.

UNESCO NEEDS THE SUPPORT OF WOMEN

A call to women throughout the world to *"follow, support and aid Unesco's work"* was made by M. Jaime Torres Bodet, Director General, before a gathering of delegates from thirty countries attending a conference of the International Federation of University Women at Zurich. The Conference marked the thirtieth anniversary of the Federation's foundation.

The fields in which their assistance was especially necessary, M. Torres Bodet said, were popular culture or, more accurately, adult education, the problem of maladjusted children and teaching for international understanding. There are few forms of injustice graver than those which cut off whole classes or populations from civilization. *"But throughout the world, adult education experts are only a handful of men and women overwhelmed by the sheer vastness of their task. Who will help them if not you ?"* the Director General asked.

Of maladjusted children he said, in part : " *If our generation resigns itself to a wicked indifference toward these children, it must also abandon every hope of peace and justice ; for these, the unfit, ignorant, destitute and desperate are the citizens of tomorrow".*

NEW UNESCO BULLETIN STRESSES SOCIAL IMPLICATIONS OF MODERN SCIENCE

How Science Affects Society

SCIENCE impinges on society in two main ways : technologically, by changing the material conditions of life, work and production ; and intellectually, by changing the way in which men think. The former is the more striking, since at least in the more advanced countries everybody is in minute - to - minute contact with things that have arisen from scientific research.

Clearly a high standard of living is dependent on the use of devices produced by scientific technology or the use of more traditional articles, now produced more cheaply and abundantly by science. Many of the problems that face the world today can be solved only with the aid of science. The problem of world food shortage—a doubling of output is required to give everybody a sufficiency—can be greatly alleviated and eventually solved by the proper application of science.

The application of science does not merely solve a few problems ; its cumulative effect changes the shape of social life, as can be seen by considering the consequence of the development of electrical science—the redistribution of industry, released by electric power from its former compulsory proximity to coal mine or wharf ; the levelling up of amenities between town and country ; the changes in world communications resulting from telegraph, telephone and radio (and the international political consequences of this) ; and many others. Some of the social effects create serious new problems —the threat of atomic war, technological unemployment, or the dislocation of traditional family life that has been produced by the car, the cinema, and the like.

BASED upon the belief that to-day there is more need than ever before to understand the full significance of the impact of science on society, Unesco has begun publication of a bulletin of abstracts. Entitled "Impact", this bulletin collects information on the various aspects of the international and social implications of science and presents the material in the form of abstracts.

The first issue contains an introductory statement on the impact of science on society (published on this page) and a bibliography of the main "historically important" literature in English.

The second issue (July-September, 1950) contains details of the papers presented at the important Fourth World Power Conference held in London in July, 1950. Also a bibliography of films on world power and energy.

There are current abstracts in the form of reports of recent addresses given by the world's leading scientists.

"Impact", a quarterly bulletin, is obtainable from Unesco, 19, Avenue Kléber, Paris, France, or from the usual Unesco sales agents. Price 26 cents, 1s.6d., 75 francs per issue.

"The Idea Of Progress"

THE intellectual social effects of science are less obvious but no less real. The "**idea of progress**"—the idea that the world can be progressively improved if men act appropriately—is taken for granted today. Before the 17th century, it was virtually unknown. And Bury (1920) has shown that the origin and growth of this idea is largely attributable to the impact of scientific discovery on men's thoughts and the attitude of mind adopted by scientists. In many other ways the spread of the spirit of science can change—usually for the better—man's outlook on life.

It may well be that ultimately the intellectual impact of science will be far more important to humanity than its contribution to material welfare. But "**man must eat before he can think**", and in the present state of the world it is not practical politics to envisage the spreading of the scientific attitude to mankind as a whole. A necessary prelude is to feed the starving millions, and even in the advanced countries to provide those greatly improved conditions of life and leisure which, as history shows, are the necessary basis for scientific thinking.

It is therefore natural that discussion about the social impact and social function of science concentrates mostly on the material and technological aspects. This need not damage the intellectual progress of science, since even from the most material point of view fundamental research pays the largest dividends.

Six Basic Questions

IN a conscious approach to the problems raised by the social impact of science, the basic types of questions to be answered are :

(1)—What are the more important problems of material welfare today ?

(2)—What lines of research are most likely to contribute to their solution ?

(3)—A discovery or invention seldom has only the effects that were intended. Hence the more general question that must be answered before taking decisions based on (2) : What are the probable total social effects of a given scientific discovery or of a proposed line of investigation ?

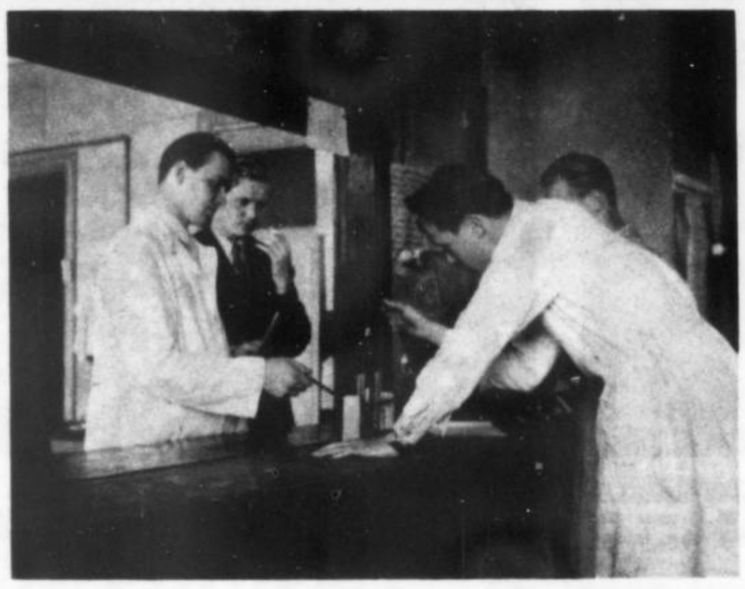
(4)—What changes in the organization of scientific effort are required in order that the investigations suggested by (2) and (3) may be efficiently pursued and the results quickly applied ?

(5)—As a basis for answering (4), what is the present organization and how efficient is it ? And more generally, what factors, social or individual, ultimately decide the course of scientific advance ?

(6)—What changes in general social organization are made advisable by the advance of science ?

The bibliography in Impact gives a survey of the main attempts to answer these questions in recent times. It makes no attempt at completeness. A number of historical works are included because it is clear that the answering of questions (3) and (5), and to a lesser extent the others, can be greatly helped by historical studies.

SCIENCE CLUBS TEACH CANADIAN YOUTH TO PROTECT ITS COUNTRY'S NATURAL RICHES



The world-wide movement of science clubs covers many aspects of the study of science. In Canada there is a great emphasis, for example, on the protection of nature (described in the article below). Finland has, in many respects, been a pioneer country for science clubs. It was the first country to give science club members free admission to the laboratories and other facilities of the universities and technical schools. This photo shows Science Club members attending a course in chemistry at a Finnish university.

IN Canada today over 100,000 boys and girls are learning to combine a knowledge of science with an interest and respect for the natural riches with which nature has endowed their country.

They are members of Canadian Science Clubs, whose general aim is to keep young country people from leaving the soil and to create an outlook favourable to the protection of Canada's natural riches.

As might be expected in a country abounding with natural resources, where the use of the soil, forests, mines and fisheries plays an important part in the nation's economy, the work of the clubs has so far been devoted to natural science.

A report on the activities of the clubs specially written for Unesco by the "Association Canadienne-Française pour l'Avancement des Sciences", reveals the rapid progress they have made in the last twenty years.

A good example of this growth is offered by the "Cercles de Jeunes Agriculteurs" formed about forty years ago with the aims of introducing young country people to agriculture and communal life, giving them practical knowledge of agriculture and domestic economy, encouraging the use of improved methods on the farm and in the home and training boys and girls to be good citizens.

The movement spread slowly at first, but after the first world war it increased its membership rapidly until, in 1931, there were 21,000 members in 1,215 groups. Following the second world war new impetus was given to the movement and at the end of 1948 it reached the record number of 3,478 groups with 45,337 members.

Another active movement is "Les Cercles de Jeunes Naturalistes" which now comprises over 20,000 members in 1,148 groups. This movement for young naturalists formed in 1931, has spread beyond the Province of Quebec. In addition to groups in Canadian provinces there are others in the United States, France, the West Indies and India.

Similar aims are pursued by another group of Canadian clubs, "Clubs Audubon pour les Jeunes", organized, on the same basis as the American Audubon Junior Clubs, under the patronage of the Audubon Society of Canada. At present, there are 1,250 clubs in Canada with a total membership of 25,000 boys and girls.

To make young people realize the importance of forests as a source of national wealth and the urgent need to protect them, especially against fire, is the main purpose of the "Clubs de Jeunes Gardes-Forestiers" (Junior Forest Wardens), a movement which covers all parts of British Columbia. It is estimated that over 20,000 young people have been trained by the clubs and the present number of trainees is 5,000.

The effectiveness of the work done by the clubs is shown by the fact that some years, the Junior Forest Wardens have discovered or helped to fight over 200 forest fires in British Columbia. In certain districts there has been a marked decrease in the number of fires since the clubs have been operating regularly.

Similar work to that done by the junior wardens in British Columbia is carried out in Quebec by the 4-H clubs founded in 1942 by the "Association Forestière Québecoise".

FOOD AND PEOPLE PAMPHLETS IN U.S.

In the last issue of the Courier, the price of "Food, Soil and People", by Charles E. Kellogg, was incorrectly given as 50 cents.

The price of this pamphlet, one of the six in the American series of Food and People pamphlets published by the Manhatten Publishing Company, New York, is 60 cents.

ASSOCIATION OF SCIENCE WRITERS FORMED IN FRANCE

THE formation in Paris of the "Association des Ecrivains Scientifiques" makes France the fifth country where science writers' associations now exist, the others being the United States, Great Britain, Denmark and Austria.

Set up with the assistance of the Division for the Teaching and Popularization of Science in Unesco's Natural Sciences Department, the new body has as its "Président d'Honneur", Prince Louis de Broglie, Secrétaire Perpétuel de l'Académie Française. Its chairman is M. François Le Lionnais and its Secretary, M. André Fortin.

At the foundation meeting of the Association letters of good wishes were received from the National Association of Science Writers (U.S.A.) and from the Association of British Science Writers.

"THE MOUNTAIN IS GREEN"

New French film recounts life of Victor Schoelcher —fighter for Human Rights

THE EMANCIPATOR AND THE SLAVE. Visiting the West Indian islands of Martinique and Guadaloupe in 1829, Victor Schœlcher was horrified by the working and living conditions of the slaves there. Twenty years later slavery was finally abolished in all French colonies largely as the result of his efforts. In the film, "The Mountain is Green", the role of Schœlcher is played by Michel Vitold (above, left) and the slaves he fought to free are portrayed by a Martinique folk-lore group.

ON 20 May 1949 Paris witnessed a solemn procession which brought the ashes of Victor Schœlcher and Félix Eboué to the Panthéon, the mausoleum reserved for France's greatest servants.

Most Frenchmen remembered Governor-General Eboué as the man who was able to combine championship of the people of Africa with love and active loyalty to France, but it is likely that the name of Victor Schoelcher, liberator of the slaves in the Antilles, conveyed little to most of the crowd that watched the ceremony.

Now, a little more than a century after his greatest accomplishment, worthy tribute is paid to Schoelcher, one of the "forgotten men" in the struggle for human rights, in a new French film, "La Montagne est Verte".

Slavery was finally abolished in all French colonies in 1848. While due honour must be paid to the fine example of the Abbé Grégoire and to resolute action of the Convention in 1794 — the principal credit for liberation must go to Victor Schoelcher.

CREDITS

Title : La Montagne est Verte.

Scenario and Direction : Jean Lehérissey.

Production : J. K. Raymond-Millet, Paris.

Cast : Michel Vitold, Jacques Henley, André Reybaz and the Folklore Society of Martinique.

Length : 1,000 metres × 35 mm.

The sight of slaves being examined and sold like cattle at public auctions in the French West Indies and the harsh treatment they underwent in the plantations stirred Victor Schœlcher to work for their emancipation.

When it was learned in Martinique that the decree abolishing slavery had been signed in Paris, the beating of drums and blowing of conch shells carried the news across the island.

Each year the people of the French West Indies honour the memory of Victor Schœlcher. Gathered around his statue they still sing the simple, heartfelt words of "The Mountain is Green".

Mission For Mankind

SCHOELCHER first visited America and the Antilles in 1829 as the representative of an Alsatian factory, and the condition of the slaves in Martinique and Guadeloupe filled him with horror. He determined to devote his life to their emancipation, and launched a big campaign to stir up French public opinion. He had attended sales of slaves by auction ; he had witnessed floggings on the plantations ; he had taken part in a man-hunt to recover an escaped slave ; he had seen a revolt of desperate slaves .

He saw slavery as an accursed thing and understood that the only remedy was outright abolition of a shameful and degrading institution which degraded masters as it did the slaves.

Despite the mockery of a satirical press, Schoelcher pursued his mission without faltering and won to his cause such men as Lamartine, Ledru-Rollin, Edgar Quinet and Victor Hugo. A month after the proclamation of the Second Republic on 25 February 1848, Schoelcher, a member of the provisional government, was appointed chairman of a commission to draft the decree of emancipation. However, he still had to fight temporizers and the administrative delays of even a libertarian government.

Meanwhile the slaves in the colonies were growing restive and in May 1848 there was a revolt in Martinique of such dimensions that the Governor proclaimed the abolition of slavery at the request of the planters themselves. In so doing, he did no more than anticipate his orders, for the decree of emancipation had meanwhile, at long last, achieved signature in France and very soon, through Schoelcher's tenacity, there were no more slaves on French soil.

Song Of Gratitude

A CENTURY has passed since then and human memories are short. Yet the coloured folk of the Antilles do not forget their liberator. Today, as on the day when their emancipation was proclaimed, their gratitude finds expression in a folk song moving in its simplicity, "La Montagne est Verte".

The name of the song was chosen by Jean Lehérissey as the title of his film of the life of Victor Schoelcher. It is an historical documentary made in the Antilles with the assistance of the Folklore Society of Martinique, with the historical rôles played by French actors. The part of Schoelcher is taken by Michel Vitold. The restraint and historical accuracy of the scenario and the pictorial quality of the photography deserve the highest praise. Many scenes, such as the announcement of the great news, with the initial doubt exploding into joy, or the birth of the first freeborn Negro child, cannot fail to stir the spectator, and make this film a great and moving work of art.

Film notes in brief

CZECHOSLOVAKIA

★ *At the Film Festival held at Karlovy-Vary (Carlsbad), the Grand Prix was awarded to the Russian film* The Fall of Berlin. *The Russians also received the Work Prize for* The Cossacks of Kouban. *About 40 films of different kinds received mentions, among them:* World Youth (*Hungary and China*), *The Man we like the Best France*), Things have changed in the South (*Italy*), Horses (Germany). *The prize for best photography went to Mexico for* The Countrywoman. *Special mention was awarded to Edward Dmytryk for* Give us this Day. (*Great Britain*).

DENMARK

★ *Carl Th. Dreyer, the Danish producer well-known for his moving film* Joan of Arc *and, more recently,* Day of Wrath, *is planning to produce a film on "The Life of Christ" in Israel with the assistance of Israeli actors. The project will take about two years, and will portray Jesus in the social and political atmosphere of his times. To help recreate this atmosphere, the Roman characters in the film will speak in Latin, the ordinary people of Israel in Hebrew and the cultured classes in Greek.*

FRANCE

★ *The French film critic Lo Duca recently produced a documentary film on the work of the French painter Rousseau. Another journalist and film critic, Jean Vidal has used 19th century engravings in his film on Balzac.*

MEXICO

★ *During 1949 more than 100 full-length films were produced in Mexico. Production of shorter films amounted to about 75, not including the hundred or so documentaries made up from old newsreels.*

INTERNATIONAL

★ *The first film club of its kind has been established in Paris, to provide for film exchanges which will help to create understanding and collaboration between peoples, and to support freedom of artistic expression in all its forms. Similar film clubs are also being formed in Belgium, England and Italy. Among the committee members of the club in Paris are Alexandre Arnoux, Marcel Carné, René Clair and Jean Cocteau.*

THE SAUCEPAN RADIO SHOWS "A GOOD CHANCE OF NEW LIFE"

by Cyril RAY

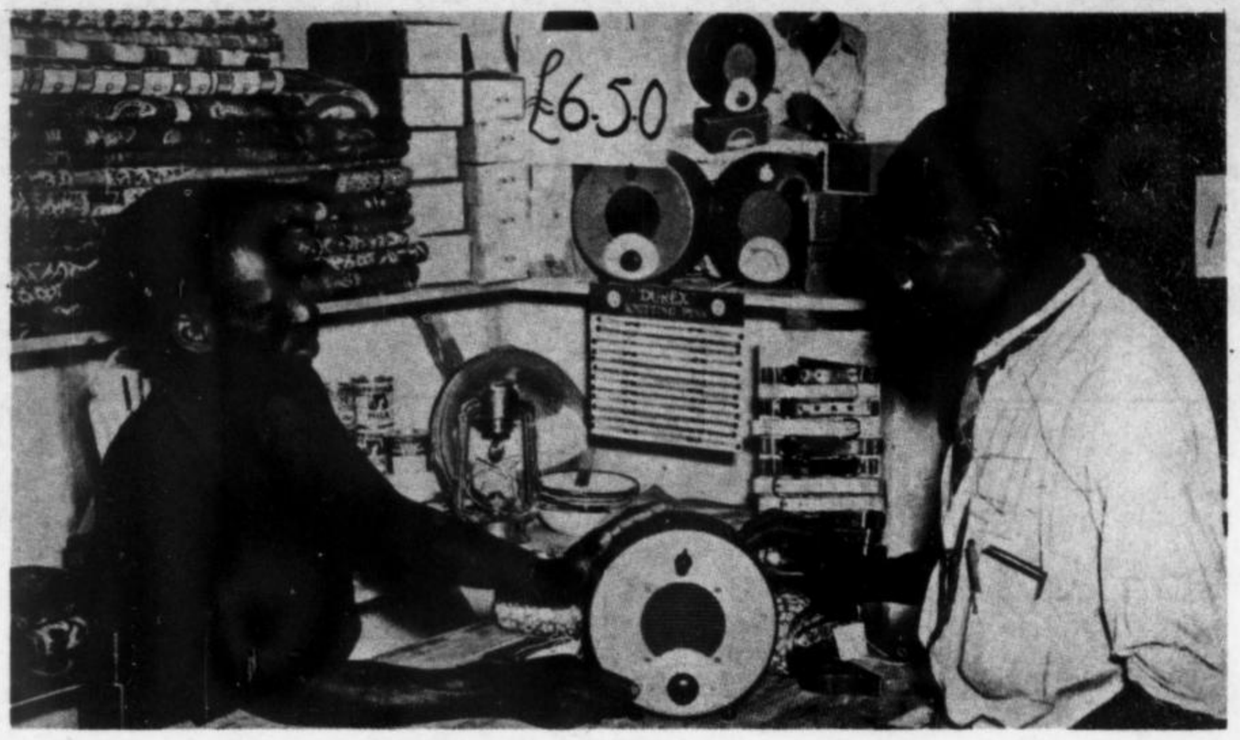
LUSAKA is a one-street Central-African town of one-storey buildings. One almost looks to see the horsemen of a Western film gallop in and hitch their horses to the rails outside the store.

But overshadowing the one dusty street are the towering radio masts that are the monument to an idea — an idea that is already beginning to change the face of the vast tropical territory of Northern Rhodesia and to change the lives not only of its two million people but of peoples in underdeveloped territories throughout the world.

Northern Rhodesia is impoverished by soil erosion, the present and future of its illiterate people threatened and overshadowed by superstition, bad farming, ignorance of the simplest principles of personal and domestic hygiene.

How best to teach them the need for hard work and for education, for water-conservation and better hygiene, for the protection and care of pasture and forests?

Pamphlets and posters are useful — but not so useful if only one African in every ten or so can read. More and more African children are learning to read and write, it is true, but how many years before a completely literate generation has grown up? And what of the soil in the meantime?



Chief Siamaundu of the Tonga tribe buys a "saucepan special" radio in a Rhodesian store. Letters received by the Lusaka Broadcasting Station show that the average number of listeners to each set is about ten. When it was suggested that "saucepan" owners should keep a box for visitors to drop a penny in as a fund for battery renewal, the Africans replied: "This is not according to our custom: it would shame us."

A semi-amateur radio station had been set up at Lusaka in 1941 to keep Europeans and Africans informed about the progress of the war and to stimulate their war effort. It was found that the African, unused to reading, was both a readier talker and a better listener than the European — at home both at the microphone and at the receiver. It was decided that broadcasting to Africans must not only survive the wartime need but develop to meet the post-war needs.

Hygiene, Husbandry And Law

WHEN I toured Africa early this year as one of Unesco's field surveyors to examine the needs and the progress of the various methods of mass communication, I found the Lusaka radio station broadcasting in simple English and in five African vernaculars, five hours a day, to the native populations of Northern Rhodesia, Southern Rhodesia and Nyasaland.

Lusaka was putting out programmes of European and African music, news, plays and talks and dramatized feature programmes on hygiene, husbandry and the rule of law. The station had a potential listening public of five million people, perhaps eighty or ninety per cent of them illiterate, spread over an area as big as Western Europe, or as the states of Arkansas, Louisiana, Oklahoma, and Texas put together.

But the best broadcasting in the world is of no use to a population that cannot afford the means to listen.

An answer to this need is the "saucepan special" — a radio receiver that will stand up to a tropical climate and to clumsy handling, that can be used miles from electric current, repair shops, and battery chargers, and be sold at a price within reach of a considerable number of Africans.

In the Unesco survey of broadcasting in Africa is a technical description of a short-wave dry-battery set which begins :

"*The cabinet of the receiver is in effect a large aluminium saucepan* (without handle) *of nine inches diameter, with a back-plate screwed and sealed, and a gauze-covered opening at the front of four inches diameter*". And it is interesting to observe that included in the notes on such up-to-date and matter-of-fact subjects as valves and voltages is the sentence, "*It is painted blue, since research in the various colonies in Africa revealed the fact that one tribe or another had some kind of superstition about almost every other colour*".

"...Whole World In My House"

THE saucepan special is sold for five pounds sterling, with a dry battery for another twenty-five shillings. The first two thousand sets were sold in a few weeks and ten or more persons listen in to each set. There are already something like twenty thousand listeners of whom more than three hundred have already written to Lusaka to express their delight — a high proportion, when it is remembered how few of the listeners are literate.

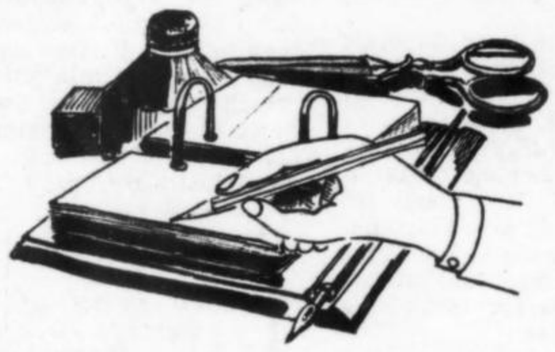
A Chief from the most primitive part of the territory wrote a letter expressing his joy that his people were learning from the radio "care of children, education of girls, sanitation, housewifery, improved methods of agriculture and many other things", adding that "particularly do the people in this District desire to hear more about care of dams and how water can be usefully reserved".

"*I feel proud*", wrote Mwitwa Amisi, "*when I switch on my set and have the whole world in my house*".

But it was perhaps John Somati who best summed up what the cheap radio set can do for a simple and primitive people when he sat down in his wattle-and-daub hut, under the palm-trees, and laboriously wrote down, "*This wireless set doing more than cost, therefore I seen we African we have a good chance of new life*".

★

It happened in September...



"It was just a year ago to-day... It was ten years ago... This is our Golden Jubilee... This is the centenary... Just about a thousand years ago..."

The birthdays of a child, events in the lives of individual men and women, commemoration of the births and deaths of men and women who have lit torches along the road of history, red-letter days marking the advance of mankind —these are dates traditionally noted in the arbitrary system of reckoning which we call the calendar.

Not forgetting the unknown and unsung persons and events, perhaps of equal greatness making no claim at completeness, here are some note-worthy dates in September, ninth month of the Gregorian calendar.

JANE ADDAMS

She was born on 6 September 1860. In 1889 she opened a social settlement in a poor district of Chicago, which "respectable people" soon came to regard as a hot-bed of revolution. Worse was to come when Miss Addams obtained passage of a law regulating the employment of women and children in factories. She attempted, in the middle of the first world war, to unite all the women of the world in the interests of peace, and continued to preach peace until her death. **"People do not make war for honour or understanding", she used to say, "but for destruction. We shall not put an end to war by outlawing it, but only by fostering an intelligent development of life's values."**

ANDRÉ LENOTRE

One of the most pleasing features of the court of Louis XIV, the "Sun King", was the fact that a peasant like Lenôtre, with his broad shoulders and mud-stained coat, making his way with scant ceremony through the crowd of courtiers, enjoyed such eminence. We are constantly reminded of the age of Louis XIV by the work this peasant did — the parks, terraces and ornamental water which we have been content, for three centuries, to preserve unchanged. His work still gives pleasure at Vaux-le-Vicomte, Versailles, Chantilly, Saint Cloud and Saint Germain, and since he also worked for King Charles of England, at Greenwich and in St. James's Park. When he died, on 15 September 1700, he had brought to life again in Europe some of the forgotten splendours of Babylon, Egypt and China.

THE COMMONWEALTH OF AUSTRALIA IS FIFTY YEARS OLD

It took fourteen years of conferences, planning, disputes and referenda to bring about the political union of the six self-governing states of this sparsely populated continent. After repeated experiments, a federal government modelled mainly on American and British lines, with innovations adapted to the new young Commonwealth was chosen. The British Parliament approved the constitution of the new Commonwealth, with its administrative and commercial independence, and, on 17 September, 1900, Queen Victoria issued a proclamation announcing that, from 1 January, the peoples of the six states, New South Wales, Victoria, Queensland, South Australia, West Australia and Tasmania, were to be united in a single community under the name of the Commonwealth of Australia.

ARTHUR SCHOPENHAUER

During the last days of his life, which ended on 21 September 1860, this Berlin philosopher was still describing the miseries of man's condition. With the Hindu sages, he had said that the desire for life was the great evil. The wise man must free himself by a continual effort of the intellect to escape from the coils of life and to attain "nirvana", a state of spiritual repose, in which the philosopher will feel no more than a mild pity for his fellows.

LAFCADIO HEARN

Lafcadio Hearn was the son of an Irishman and a Greek woman, and later became a Japanese citizen. As a correspondent of a New Orleans newspaper, he spent two years in the West Indies, then proceeded to Japan, where he found his natural home. He became professor of English at Tokyo University, married a Japanese wife, became a Buddhist and was naturalized under the name of Yakumo Koizumi.. His Irish name was still, however, to be seen on the covers of the books he published between 1894 and the date of his death on September 26, 1904. He had become the best interpreter of Japanese culture to the Western world. There was no one who had a more sympathetic understanding of that culture, no one who could express its essence with greater skill.

SIX HUNDRED MILLION CHILDREN STILL LACK NECESSARIES OF LIFE.

ONE of the features of the "Help for Distressed Children Week" held in Cannes recently was an exhibition organized by Unesco. In a message for the opening of this exhibition, M. Jaime Torres Bodet, Director-General of Unesco, said, in part :

"Charity derives from two ideas : love of that which, should *be dear* to us, and love of that which in the supreme scale of values, is *of greatest price*. And I would ask you : is there anything more precious, anything that we should hold more dear than children ?

"Ladies and gentlemen, the suffering of a child, with his obscure sense of being ill-fitted for life, is an indictment of us which we adults should find unbearably painful. It is for the conscience of humanity to cry out against the forfeiture of the child's indefeasible right to happiness...

"Though, in our time, invaluable discoveries have been made about the personality of children... though new sciences have been developed under the names of educational therapy and social pediatrics, children have, in the same period, been the victims of crimes far worse against humanity than almost any committed. *The number of children in the world who, as the aftermath of the last war and the resulting upheavals lack the basic necessaries of life, has been estimated at* 600,000,000. *Two hundred and thirty million of these children are going hungry. In Europe alone there are* 13,000,000 *orphans, deprived of all the care they should naturally enjoy...*

"Concurrently with its own particular work of education, our Organization, in close agreement with UNICEF and the other Specialized Agencies of the United Nations, has endeavoured to meet the other needs of children. The resources of goodwill in every quarter must be mobilized. Each one of us, in his own conscience, must answer the child's despairing cry : *Why have you neglected me ?*

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UNESCO

THE SIGN ON THE FRONT DOOR

THE most coveted possession in the Brazilian town of Cachoeiro do Itapemirim is a simple cardboard sign tacked on a front door. It reads "Nesta casa nao ha analfabetos" ("In this house there are no illiterates"). What it means is that every man, woman and child in that house has learned to read and write.

That cardboard sign is just one of the weapons which Dona Zilma Coelho Pinto uses in an energetic campaign to educate the people of Cachoeiro. Her ambition is to pin it on to every front door in the town and ultimately to stimulate similar action in every town in Brazil.

Her's is not the biggest town in the State of Espirito Santo, but already Dona Zilma's efforts have made it one of the best known. While a literacy campaign is being conducted all over the country, Cachoeiro presents perhaps the most spectacular example of achievement — and of individual accomplishment. *For it has been due chiefly to this one woman's enterprise that 32 literacy classes are now running for grown-ups and for children. It is she who finances them by collecting contributions and she who finds and pays the teachers.*

Dona Zilma has been called many things: "*A Louca de Itapemirim*" ("The Mad Woman of Itapemirim"), and the town's No. 1 Beggar. The harsh names come from some of those whom she approaches for financial help, but she finds adequate compensation in the happiness and gratitude of the hundreds of students of all ages whom she has helped to find the chance for a new life.

"Beggar" On Horseback

ON horseback and on foot, she makes the round of homes and offices, collecting 5 cruzeiros here, 10 there, to finance her classes. In 1949 she managed 32 full subscriptions. That meant 32 classes, each bearing the name of the donor whose contribution paid the teacher's modest fees. As for premises, rooms are found in factories and schools for night classes, and even in private homes.

A Little "Pep" Talk

BUT Dona Zilma is not content merely to teach the townspeople how to read and write. She strives also to better their conditions, for she knows only too well that learning is no match for hunger and sickness. That is why, when a student is repeatedly absent from class, a teacher is sent to visit his home. If she finds that the cause is simply laziness or lack of interest, she administers advice and a little "pep" talk. If it is sickness, she advises the Organization's Health Centre.

Hygiene is taught by the State Health Department. Local doctors and laboratories co-operate by providing each student with a free yearly X-Ray examination, vaccination and free medicine, while dentists attend to their teeth.

Material aid to the poor depends on the amount Dona Zilma is able to collect — not only in cash, but in garments food, and a variety of immediately useful things. A toothbrush, a tin of condensed milk, a broom to keep the floor clean, an odd scrap of cloth, all are welcome. And for those who learn to read and write, there are prizes: old magazines for the men and dressmaking lessons for the women.

A new life is taking shape for the people of Cachoeiro. To the grown-ups who have known what it is to be ignorant and ill-cared for, it is more exciting than it is for their children, who sit on the same school benches and take their opportunities for learning much for granted. But all over the vast country of Brazil the excitement is spreading. The hunger for knowledge, aroused by the national literacy campaign, is being fed.

This campaign, launched in 1947, has already done a great deal towards decreasing the illiteracy rate in Brazil which, according to the 1940 census, reached over 55 per cent. But actually it is not so much concerned with the figures of those who read and write as with the state of fundamental education as a whole in Brazil, and with the insufficient school attendance. Eighteen months is the average school life of Brazilian children.

Professor M.B. Lourenco Filho, Director-General of the National Education Department and Director of the literacy campaign, made it clear at the beginning that the government was embarking, not merely on a literacy drive, but on a campaign for adult education. The object to be kept in view was to raise the living standards and cultural levels of a large section of the population by disseminating knowledge and popularizing techniques which would help them make the most of their environment and their capacities. Reading and writing were just a means to that end.

On horseback Dona Zilma Coelho Pinto (above) makes the rounds of homes and offices in the Brazilian town of Cachoeiro do Itapemirim to raise money for the literacy classes she has organized. Already, 32 classes for adults and children are running thanks to her energetic campaign to educate the people of Cachoeiro.

"Freedom" For A Million

THREE *years of the literacy campaign have cost the Brazilian Government about* 100 *million cruzeiros, or the equivalent of* $ 5,000,000. *In that time, over a million people have been taught to read and write,* 2,000,000 *adolescents and adults have enrolled for night classes and there has been a marked improvement in normal school attendance. Education, once considered in Brazil to be the prerogative of the privileged classes, has become accessible to all.* And what is more, teaching is not confined to professionals. Individual volunteers are constantly being sought to teach one or more illiterates in their own homes. They are supplied with the necessary material by the national and regional services (more than 200,000 copies have already been sent out in this way) and during the three years of the campaign, more than half a million letters and circulars have been posted to induce people to volunteer.

An important milestone in Brazil's campaign against illiteracy was the seminar organized at Quitandinha near Rio de Janeiro in August 1949 by Unesco. Brazilian educators were brought into contact with colleagues from the other South American countries, from England, France and Egypt. They discussed old methods and learned new ones, and thanks to this experience, the campaign has made even greater strides in conquering ignorance and the misery which accompanies it like an evil twin.

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Dona Zilma (shown above with two pupils in one of her literacy classes) not only finds and pays the teachers, but also tries to better the conditions of the townspeople, for learning is no match for hunger and sickness.

"A new life is taking shape for the people of Cachoeiro. To the grown-ups it is more exciting than for their children, who sit on the same school benches and take their opportunities for learning much more for granted."

For those who learn to read and write in the classes at Cachoeiro there are prizes. The men receive magazines (being selected by teachers, above) and the women are given dressmaking lessons.

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